BULLETIN TO THE SCHOOLS

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THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Opening of the April 9th Evening Session of the Anniversary Convocation of the Board of Regents

On the stage are the Regents, speakers, clergy, degree recipients and other distinguished guests. Part of the academic procession is shown in the center section of Chancellors Hall, with some of the audience at the sides and in the balcony. The allegorical painting, "The United States of America," recently attached to the wall at the rear of the stage is clearly shown in the photograph.

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1 a year. 10 cents for single copies.

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Bulletin to the Schools

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Convocation Looks toward Future

Anniversary Celebration of Achievements Viewed as But the Start of Even Greater Educational Endeavor

"We are met here to celebrate the achievements which New York State has made in education during the 170-year history of the Board of Regents of The University of the State of New York. This history, in brief, has been a saga of the expansion of educational opportunity for all and the elevation of standards in education for each of our young people."

* * *

"As we close this historic Convocation I would remind you all how much more important it is to be ancestors than it is to be descendants. The just pride which we, as heirs, take in the long educational heritage of the past is proper but is only justified if we, as sires of the future, keep our eyes fixed on the oncoming generations. To the next century of educational endeavor, that the children of free men shall remain forever free, The University of the State of New York dedicates itself."

These significant statements by Chancellor John P. Myers, the first one spoken at the opening of the Thursday evening session of the Anniversary Convocation of the Board of Regents on April 8th, and the second, closing the final session on Friday, April 9th, indicate the spirit that pervaded the celebration of historic educational events which brought many hundreds to Albany.

The Convocation celebrated the 170th anniversary of the establishment of the Board of Regents, the 100th anniversary of the founding of a separate Department of Public Instruction in New York State and the 50th anniversary of the creation of the present State Education Department under the Board of Regents.

The Convocation stressed the role that each part of the great system of public, private and parochial schools and colleges plays in bringing educational opportunity to all. This was expressed in the theme for the Convocation, "Unity in Education with Diversity under the Board of Regents." There were other themes, such as "The Foundations and Future of American Education," "Our Material and Human Resources," "Basic Issues Facing Education," "The Future of the Professions — A Basis for Educational Planning," "The High School Readjustment

Program," "Problems Confronting Our Schools," "The Future Significance of the Liberal Arts," "Our Moral and Cultural Resources" and "The Role of Education in a Free World."

But, as Chancellor Myers pointed out, it was not merely a celebration of past achievements. The Convocation presented a series of forward-looking programs with distinguished speakers of national and international repute and was attended by large audiences of educators and others interested in education from all over New York State and representing many other states. For both evening sessions in Chancellors Hall there were overflow meetings, and radio carried the significant addresses.

There were section meetings Thursday afternoon and all day Friday in Chancellors Hall and in the Assembly Chamber of the State Capitol besides four luncheon meetings on Friday.

The climax came on Friday evening when Chancellors Hall was crowded long before the academic procession of several hundred persons in sombre robes and colorful hoods marched into the hall. There were introductions of new presidents of colleges and universities and new superintendents of schools and addresses by Admiral Arthur W. Radford, chairman of the Joint Chiefs of Staff, and by Governor Thomas E. Dewey.

Then came the conferring of honorary degrees of doctor of laws upon Dr Frederick Coykendall, chairman of the board of trustees of Columbia University, which is observing its bicentennial this year; Admiral Radford; the Ambassador of the Netherlands, Jan Herman van Roijen; and Sir Winston Churchill, British Prime Minister. The previous evening the honorary degree of doctor of laws was conferred upon Dr Harold E. Stassen, director of the Foreign Operations Administration. The degree was conferred upon the British Prime Minister *in absentia*, but Mr Churchill was heard in response through a tape recording. Mr Churchill concluded his remarks with this statement:

> It is my faith that, if we work together, there are no problems we can not solve, no dangers we can not ward off from ourselves and no tangles through which we can not guide the freedom-loving peoples of the world.

Music added greatly to the enjoyment of the Convocation. On Thursday evening the Glens Falls High School Orchestra, Maurice C. Whitney, director, and the Kingston High School Choir, directed by Leonard Stine, presented a musical program. On Friday evening the Eastman Symphonic Wind Ensemble from the Eastman School of Music of the University of Rochester played a number of selections with Frederick Fennell conducting. Two student-directed groups from Albany High School, the Albanians and the Albanettes, sang on Thursday afternoon in Chancellors Hall. They are members of the Albany High School Chorus which Frank Bailey directs.

On the pages that follow a part of the Convocation story is told in pictures.

The Convocation opened on the afternoon of April 8th with a section meeting on Elementary, Secondary and Adult Education in Chancellors Hall with Vice Chancellor Edward R. Eastman (left) presiding. At the same time in the Assembly Chamber of the State Capitol Chancellor Emeritus William J. Wallin (right) opened a meeting on Higher Education.

The Thursday evening session was opened with stirring musical selections by the Kingston High School Choir, Leonard Stine, director, on the stage of Chancellors Hall, and by the Glens Falls High School Orchestra — some of whom are shown in the foreground. Maurice C. Whitney directed the orchestra.

Foreign Operations Administration Director Harold E. Stassen was one of the speakers Thursday evening.

Another speaker was His Excellency Jan Herman van Roijen, Ambassador of the Netherlands to the United States, who is here receiving the applause of Regents and other platform guests.

Commissioner Lewis A. Wilson presents to Doctor Stassen the diploma of the honorary degree of doctor of laws. Vice Chancellor Eastman (at left) presented Doctor Stassen for the degree.

Commissioner Wilson, Director Stassen and Vice Chancellor Eastman congratulate Dr Frank Pierrepont Graves, former Commissioner of Education, at the conclusion of his Thursday evening address.

In the receiving line at the Thursday reception are, left to right: Regent Roger W. Straus, Regent Caroline Werner Gannett, Regent Welles V. Moot (face hidden), the Reverend Henry A. Vruwink of Brooklyn, Deputy Commissioner James E. Allen jr. Being greeted by the Regents are Katharine Schafer and Dr David Hutchison of Albany.

"Basic Issues Facing Education" was the theme of a session Friday morning, April 9th, in Chancellors Hall, with Regent Edgar W. Couper (left) presiding. Regent Welles V. Moot (right) presided at a meeting in the Assembly Chamber for representatives of professional boards and organizations, college and university groups.

Private and parochial school officials and teachers, as well as public school people, were present in large numbers. In this group in the back row, left to right, are: Sister Emily Joseph, Sister Clarence Paul, Sister Roberta Joseph and Sister Mary Leon, all of the College of Saint Rose, Albany; front row, left to right: Sister Anna Marie C.S.T., provincial superior, and Sister M. Isadore C.S.J., both of St Joseph's Seminary, Troy; Sister Jane Margaret and Sister William Pauline, both of the College of Saint Rose.

One of the four luncheon meetings on April 9th was one for school board members, school administrators and representatives of citizens' groups in the DeWitt Clinton Hotel. Regent Alexander J. Allan jr (left) presided. A panel discussion on the High School Readjustment Program included remarks by Mrs James W. Kideney (right), chairman of the Regents Council on the Readjustment of High School Education.

Participants in the program of the luncheon meeting for members of professional boards and councils at the Ten Eyck Hotel are, left to right: Dr Harlan Hoyt Horner, formerly Associate Commissioner of Education; Dr Dominick F. Maurillo, Regent, who presided; Chancellor Henry T. Heald of New York University; and Rabbi Samuel Wolk of Albany, who said grace.

Regent John F. Brosnan (left) presided at the luncheon meeting for school administrators and teachers in the Kenmore Hotel when "Problems Confronting Our Schools" were discussed by Dr Virgil M. Rogers (right), dean of the Syracuse University School of Education. Another speaker was Dr Francis M. Crowley, dean of the School of Education of Fordham University.

Some of those at the DeWitt Clinton luncheon are shown below.

College and university representatives attended a luncheon in Brubacher Hall of the State College for Teachers to hear talks on "The Future Significance of the Liberal Arts." In the group above are, left to right: Dr Mark Van Doren, professor of English at Columbia University, one of the speakers; Regent Jacob L. Holtzmann, who presided; the Ambassador of the Netherlands, Jan Herman van Roijen; and Dr Theodore C. Blegen, dean of the Graduate School of the University of Minnesota, another speaker.

Among the many public school officials at the Convocation was this group from Oswego; left to right: Virginia O. Dean, principal, Fitzhugh Park Junior High School; Charles E. Riley, superintendent of schools; Ralph M. Faust, principal, Oswego High School. Nancy Downey of the State Education Department is giving them their programs.

At the Friday afternoon session in Chancellors Hall "Our Moral and Cultural Resources" were discussed. The presiding officer and the speakers in the group above are, left to right: Dr Clarence E. Manion, formerly dean of the University of Notre Dame Law School; Regent Roger W. Straus, who presided; Dr Charles P. Taft, formerly president of the Federal Council of Churches of Christ in America; Dr Abram L. Sachar, president of Brandeis University.

Usherettes at the Friday afternoon session in Chancellors Hall included these young women of the State Education Department staff, left to right: Catherine Myers, Flora Hamilton, Mrs Louise Messinger, Mrs Wilhelmina Mann, Mary Hayes, chairwoman; Cora De Bonis, Betty Sleasman, Mrs Marjorie Schmidt and Jeannine Casavant.

The academic procession had just filled the center section of Chancellors Hall Friday evening when this photograph was taken. Included in the procession were presidents of colleges and universities in New York State, representatives of colleges and universities throughout the country, state commissioners of education, superintendents of schools and State Education Department officials. Part of the large audience may be seen at the side and in the balcony.

This group includes the principal participants in the Friday evening session. They are, left to right: Chancellor John P. Myers, who presided; British Consul General Francis Brian Anthony Rundall, who accepted the diploma of the degree of doctor of laws conferred upon British Prime Minister Winston Churchill; Admiral Arthur W. Radford, chairman of the Joint Chiefs of Staff, who addressed the session; the Ambassador of the Netherlands, Jan Herman van Roijen, who addressed the Thursday evening session and received the honorary degree of doctor of laws on Friday; Governor Thomas E. Dewey, who addressed the Convocation; Dr Frederick Coykendall, chairman of the board of trustees of Columbia University, who received the honorary degree of doctor of laws; Commissioner of Education Lewis A. Wilson.

Governor Thomas E. Dewey responds to the ovation he received when introduced by Chancellor John P. Myers.

Admiral Arthur W. Radford receives from Commissioner Wilson the diploma of the honorary degree of doctor of laws. Admiral Radford was presented for the degree by Regent Cornelius W. Wickersham, who stands behind the microphones. At the far right Regent Alexander J. Allan jr is about to place the hood on Admiral Radford's shoulders.

In recognition of his services to Columbia University and in honor of the bicentennial of the State's oldest university, the Regents conferred upon Dr Frederick Coykendall, chairman of the board of trustees of the university, the honorary degree of doctor of laws. Shown in the presentation ceremony are, left to right: Regent Jacob L. Holtzmann, Doctor Coykendall, Regent Caroline Werner Gannett, Commissioner Wilson, Regent John F. Brosnan, who presented Doctor Coykendall for the degree.

British Consul General Francis Brian Anthony Rundall accepts from Commissioner Wilson the diploma of the honorary degree conferred *in absentia* upon Sir Winston Churchill. At the right is Regent Roger W. Straus, who assisted in the ceremony. The presentation of the British Prime Minister was by Chancellor Emeritus William J. Wallin.

Army and Navy officers at the Convocation with Governor Dewey and Admiral Radford are, top row, left to right: General Cornelius W. Wickersham, Regent of the University; Captain Lankenau, U. S. Navy, Chief of Staff, 3d Naval District (representing Rear Admiral Hillenkotter); Colonel John McGann, aide to General Hausauer; Brigadier General Lewis A. Curtis, Commanding General, New York Air National Guard.

Bottom row, left to right: Brigadier General William H. Kelly, the Adjutant General and Vice Chief of Staff to the Governor; Major General Karl F. Hausauer, Chief of Staff to the Governor and Commanding General, New York National Guard; Admiral Radford; Governor Dewey; Brigadier General Robert Condon, Air Force (representing Lieutenant General Leon Johnson, CONAC).

Governor Proclaims Convocation Dates

Expresses Pride in School System in Calling on Citizens To Take Part in the Year's Commemorative Programs

ONE HUNDRED AND SEVENTY YEARS AGO, the Legislature and the Governor of the State of New York established the Board of Regents as the first state educational board in our Nation.

One hundred years ago, in 1854, the State Department of Public Instruction was established.

Fifty years later, in 1904, the Board of Regents and the State Department of Public Instruction were joined by the Unification Act which established the present Education Department and introduced the modern era of educational administration in the State of New York under the Board of Regents.

We are all exceedingly proud that in this sphere, as well as in many others, the Empire State leads the Nation. It is fitting, therefore, at this time, to review and commemorate the principal steps by which this leadership has been achieved.

Rich as had been the record of the preceding one hundred and twenty years, the educational progress and expansion since 1904 have been unprecedented. Growth in enrolment in our high schools and colleges — public, private and parochial — has been phenomenal. The range of courses and subjects offered has expanded in equally striking fashion. In the last decade, public adult education in our State has increased more than tenfold, and the State University has been established. State financial aid for schools is the largest in the Nation and has increased from $120,200,000 in 1941–42 to $327,000,000.

The responsibility for directing and overseeing this vast program for the improvement of the individual and of society is the Board of Regents.

Those of us who live and work in New York State may be proud of our system of educational organization, which derives from the position of the Board of Regents in relation to all public and private educational institutions in the State, ranging from kindergartens through to our colleges and universities and post-graduate professional schools.

To commemorate these three notable anniversaries and past achievements, as well as to envision the future requirements of our educational system, the Board of Regents plans to hold a two-day Convocation of The University of the State of New York in Albany on April 8th and 9th.

As Governor and as one deeply concerned with the education of our young people, it is with genuine pride in the achievements made in our State over the past one hundred and seventy years that I call attention to these significant anniversary dates.

It is my hope that it may be possible for many of our citizens to observe the program April 8th and 9th, when leaders in education from across our country will address themselves to some of the current problems facing education. These anniversaries, we hope, will usher in a new era of ever-increasing service to the youth and to the adult population of New York State.

NOW, THEREFORE, I, Thomas E. Dewey, Governor of the State of New York, do proclaim Thursday and Friday, April 8 and 9, 1954, as

CONVOCATION DAYS

in New York State, and I call upon the people of the State to join with the Board of Regents in celebrating these anniversaries, to be held in Albany on those dates and, during the remainder of 1954, throughout the State.

GIVEN under my hand and the Privy Seal of the State at the Capitol in the City of Albany this second day of April in the year of our Lord one thousand nine hundred and fifty-four.

[L S]

[*Signed*] THOMAS E. DEWEY

BY THE GOVERNOR:

[*Signed*] R. BURDELL BIXBY
Secretary to the Governor

President Congratulates Regents

WASHINGTON DC APRIL 8, 1954

THE HONORABLE JOHN P MYERS
CHANCELLOR OF THE BOARD OF REGENTS
STATE EDUCATION BUILDING ALBANY NY

MY WARM CONGRATULATIONS GO TO ALL OF YOU WHO HAVE PARTICIPATED IN THE ANNIVERSARY CONVOCATION OF THE BOARD OF REGENTS IN ALBANY. IN ITS ONE HUNDRED SEVENTY YEARS OF ACTIVITY, THE BOARD OF REGENTS HAS GIVEN TO ITS STATE A SYSTEM OF EDUCATION WHICH WON THE ADMIRATION OF EDUCATORS THROUGHOUT THE COUNTRY. THIS PAST SUCCESS GIVES CAUSE FOR CONFIDENCE TODAY AS YOU FACE THE MANY PROBLEMS CREATED IN RECENT YEARS BY CHANGING ECONOMIC AND SOCIAL CONDITIONS. IT IS MY HOPE THAT THIS YEAR'S CONVOCATION WILL HAVE REFLECTED THE VITALITY AND DEDICATION WHICH THE BOARD HAS SO FREQUENTLY DEMONSTRATED IN THE PAST, AND WHICH ARE SO VERY MUCH NEEDED TODAY.

DWIGHT D EISENHOWER

Legislature Felicitates Regents

Recognizes Phenomenal Development of Education in This State and Pledges Support to Regents

WHEREAS, This Legislature one hundred and seventy years ago, in 1784, established the Board of Regents — the first state educational board in our Nation, which was four years before the ratification of our Federal Constitution and five years before George Washington was first inaugurated as President of the United States, and

WHEREAS, The Act creating the Board of Regents was passed by this body and was approved by the Governor, the Honorable George Clinton, who, at the first meeting of the new Board of Regents in New York City on May 4 and 5, 1784, was elected Chancellor of that body, and

WHEREAS, Just a century ago, in 1854, this Legislature established the State Department of Public Instruction, headed by a new officer, the State Superintendent of Public Instruction, as a result of which and of other numerous developments, this Legislature in 1867 passed the Free School Act, opening "without money and without price" the common or elementary schools throughout the State to every boy and girl, which in effect eliminated the rate bills and tuition fees collected from parents in hundreds of school districts throughout the State, and

WHEREAS, At the Constitutional Convention of 1894, the Legislature was given the following mandate:

> The Legislature shall provide for the maintenance and support of a system of free common schools wherein all the children of this State may be educated.

and

WHEREAS, Just half a century ago, in 1904, this Legislature passed the Unification Act, and

WHEREAS, The Board of Regents, with its responsibilities for colleges, universities, libraries, museums and academies, was united with the State Department of Public Instruction, with its responsibilities for common or elementary schools and for high schools, and

WHEREAS, By this Act, this Legislature created the State Department of Education, headed by the Board of Regents and with a State Commissioner of Education as its chief executive officer; elected the first Commissioner and for that post chose one of its former members, Andrew S. Draper, who had been also State Superintendent of Public Instruction and superintendent of schools at Cleveland, Ohio, and who was, in 1904, president of the University of Illinois; now, therefore, be it

Resolved, That the people of the State of New York through their representatives in the Senate and Assembly, felicitate the Board of Regents and the State

Education Department on the occasion of the observance on Thursday and Friday, April 8 and 9, 1954, of the anniversaries of these three great educational milestones of 1784, 1854 and 1904; moreover, That the Legislature make note of the quality and scope of the educational and cultural opportunities offered through the vast system of schools, colleges, universities, historical societies, libraries and museums, public and private, under the aegis of the Board of Regents, and as the Governor said in his opening message at our first session this year, when he was discussing current needs of our public schools, "Our State has the finest public school system in the Nation," which would apply with equal force and accuracy to our New York State nonpublic schools, as well as to higher education; and be it further

Resolved, That the Legislature congratulates all the friends of education in our State on the achievements of the last one hundred and seventy years, and pledges again its unstinted support to the members of the Board of Regents in their unselfish and indefatigable labors. It notes that the members of the Board of Regents are elected by this Legislature, with our two houses sitting in joint session; it takes a pardonable pride in the eminence of the men— and of the three women — who have served as Regents in the 170-year period since 1784 — George and DeWitt Clinton, Alexander Hamilton, John Jay — these and a host of others. As the elected representatives of the people of the State, this Legislature expresses the people's gratitude; be it further

Resolved, That especially does this Legislature recognize the phenomenal growth and development of education in our State in the half century since the passage of the Unification Act of 1904; the more than tenfold increase in the number of students attending our institutions of higher education; the high standards maintained for professional licensure in the 17 professions under the jurisdiction of the Board of Regents; the accreditation of professional schools and colleges at home and abroad; the licensing and registration of over 250,000 people now practicing these professions; the phenomenal increase in the enrolments in our high schools, public and nonpublic; the development during the past 30 years of 449 central schools that now provide an equality of educational opportunity for the boys and girls living in the rural and semirural areas of the State; the development of a wider range of high school programs adapted to the interests and abilities of our youth; the development of special educational programs and services for mentally and physically handicapped children; the vocational rehabilitation of thousands of physically and mentally handicapped adults enabling them to return to useful employment; the teaching of English and history and our form of government to hundreds of thousands of foreign-born adults to assist them in qualifying for citizenship in the country of their adoption; and the rapid development of adult education for all of our citizens since the passage by this Legislature of the 1945 amendment to the Education Law; be it further

Resolved, That this Legislature also wishes to acknowledge its debt of gratitude to the private colleges of the State that have provided liberal arts and professional training for hundreds of thousands of our youth; it also expresses its appreciation of the significant contribution of the nonpublic schools that provide elementary and secondary education for many of our children.

A Good High School Building

Adequate Space and Equipment for Both Children and Adults Symbolize Community's Faith in Education

LOUIS W. ARMSTRONG
Associate in Educational Plant Planning

TAKE A WALK WITH ME THROUGH A high school building and ask yourself whether it helps the activities in which high school youngsters take part. Is the building planned economically? Does it appear to be easily maintained? Are the classrooms in good relation to the special large groups spaces? Do these rooms and spaces for science, health clinic, music, shop, homemaking, the gymnasium, library, cafeteria and auditorium with its stage offer opportunities for the practice of activities that lead to educational and emotional growth?

Observe the physical forces — heating, lighting, ventilating. Are they designed for comfort and efficiency? Individual experience is probably the most reliable source for determining how much achievement can be attained in a room that is well lighted, well ventilated and with the temperature accurately controlled.

Does a satisfying, comfortable feeling come over you when you look at the architecture with its pleasing lines? Do the various colors produce a pleasant sensation as you think what part the building plays in the environment, physical comfort and cheerfulness of the pupils and teachers?

As you step outside the building do you notice how it fits the site? Do the large play areas impress you as you see how freely and easily they can be used? Over there is the varsity field, to the right is a large area for girls' group games and beyond is another area for boys. The use of extensive outdoor school areas has increased tremendously in the past few years; even greater use is predicted for the educational pattern of the future. The continued expansion of educational programs and the possibility of expanding the building in the future for population growth are important factors in locating a building on a site of considerable area. If the suggested area of approximately ten acres plus one acre for every 100 pupils is accepted, this should prove adequate for most schools. Many districts, however, are going beyond meeting the minimum suggested acreage and are acquiring upwards of 50 acres for outdoor classrooms, gardens, farms, school camps, soil conservation studies and driver training courses. The foregoing are all a part of education and should be provided for.

Come have lunch with us and we will look further at some of the other desirable features in the building. Here is a modern school cafeteria. Sunlight and fresh air are abundant because it is located on the ground level so that both pupils and community may use it.

Over here is the gymnasium. Do you notice that it is spacious enough for physical exercise groups, games, team sports and spectator comfort?

The auditorium is easily accessible to both the school body and community. Plays, community meetings, lectures and assemblies can all be provided here.

We may now look at the library where pupils as well as adults may use and

enjoy its collections. This room is considered to have more " atmosphere " than the other spaces in the building, for it is here that much of the learning programs center.

The science suite has laboratory tables and demonstration table. Individual storage space, acid-proof sinks and dark shades all contribute to the education of the science pupil.

This is the homemaking suite where girls learn child care, consumer buying, cooking, sewing and other related domestic arts. It is sunny and conducive to experimental learning for the future homemaker.

The industrial arts and agriculture shops located on ground level away from academic classrooms and easily accessible from the outside as well as for pupils in the building represent important features in the planning.

Notice the acoustical treatment of the music rooms as well as their decoration and design. It is here that music is taught and practiced with small groups, glee clubs, choir, orchestra and the band. The practice rooms and storage are adjacent.

The administrative suite is down the corridor. Let us look at the businesslike features, its accessibility to both pupils and public. It is on ground level near adequate parking space.

Throughout the building economies have been practiced that do not, however, reduce its utility and efficiency. Corridor space, lobbies and spaces in general are built to meet needs, but not in excess.

Today more than ever before, the high school building is being planned for the job to be done not only for high school people, but for adults as well.

If we encourage all young people to attend high school, it follows then that a building must be planned to accommodate this wide and varying group with their many interests and degrees of competency.

There was a time, not too many years ago, when the high school building was locked at 5 o'clock and not opened until just before school commenced the next day. Progress in the use of school buildings by the citizens of the community has been made since that time. Superintendents and boards of education have discovered that adult education is a continuing process in every community, with or without school support. The next few years will show tremendous development of adult education in the public schools. It is perhaps the next big step in public education.

If a high school building is to function at its best, it should be large enough to accommodate the pupils and to offer an adequate instructional program; it should also function adequately for the adult citizens of the community. In fact, a modern high school building that is carefully planned and built will serve either school pupils or adults or both without any substantial change in spaces or special facilities.

We have reached a phase where it is becoming sound thinking to realize that the public school must prepare each child and adult to live happily and contentedly. This is certainly a step beyond the thinking of those who a few years ago were saying that all that was necessary in an educational program was a knowledge of the three R's.

A high school built to the community's requirements for children as well as adults, should improve the quality of the individuals who use the building and eventually improve the entire community.

A building which provides space and equipment for child and adult alike to grow in mind and personality is a symbol of the trust the community has placed in education.

The size of spaces within a building and the size of the site upon which it

stands are determined by a number of factors. The educational philosophy of the administrator and board of education, the number of pupils to be housed, financial ability, mandated courses and the citizens' desires all play an important part in determining the size of classrooms, sites and special facilities.

When you leave the building glance back, observe the use of good proportion of masses and texture of materials in lieu of ornamentation, clock towers, columns and cornices. You have just seen a modern high school building planned and equipped to provide the opportunity for talent to emerge, wherever it may be. It is a building which is the center of learning, of service, of beauty and growth.

New Elmira Superintendent

The Elmira Board of Education has appointed Donald S. Keeler superintendent of schools. He will assume his new duties in May, succeeding Oscar F. Kerlin who retired last September. Frederick J. Leverich, director of elementary and junior high schools in Elmira, has been acting superintendent of schools.

A graduate of Colgate University, Superintendent Keeler earned a master's degree at Columbia University. He has been superintendent of schools at Perry since 1946. Prior to that time he was supervising principal at Greene, and teacher, vice principal and supervising principal at Walton.

College Uses Television

The Albany Medical College is one of the first four institutions in the country to instal a television system for teaching purposes. The system provides 160 students in the college auditorium with views of operations and laboratory demonstrations on a six by eight-foot screen and on three other smaller viewers in classrooms. An audio system enables spectators to ask questions of the surgeon during the televising of the surgery.

School Lunch Workshop

The College of Home Economics at Syracuse University in cooperation with the school lunch supervisors of the State Education Department is again offering a two-week workshop course in educational programs in the school lunch. The course carries two graduate credits and is from July 5th to July 16th. Leaders in the field of school lunch, nutrition and education will serve as consultants.

School Business Officials

The sixth annual convention of the New York State Association of School Business Officials will be held at Hotel Syracuse May 23–26, 1954. Among the topics to be discussed are Writing Specifications for School Purchases, Contract versus Full-Time Maintenance, Extra-classroom and Internal Fund Accounting, A Rating Scale for Custodians and A Uniform Filing System for School Districts. State Senator Earl W. Brydges will address the convention on May 24th. Dr Charles C. Noble, dean of Hendricks Chapel, Syracuse University, will be the banquet speaker on Tuesday evening, May 25th.

Civil Defense Manual Sent to Schools

Aims To Reduce Dangers by Having Pupils and Teachers Know How To Protect Themselves in Emergencies

More than 60,000 teachers and supervisors in New York State public, private and parochial schools have received from the New York State Civil Defense Commission a new manual entitled Civil Defense in the Schools.

Lieutenant General C. R. Huebner, director of the commission, has announced that state-wide distribution of the booklet is intended to stimulate still further teacher and student participation in civil defense. He emphasized that if teachers generally followed the suggestions in the guide — whether in teaching civil defense in the elementary, secondary or adult education classes — the state civil defense learnings would be a vital factor to the lessening of fear. He pointed out that dangers can be reduced by knowing what to do and how to do it in the event of atomic or thermonuclear attack.

Characterized as the most comprehensive civil defense guide for teachers in the Nation and the most practical text in its application, the manual tells why civil defense is necessary, describes the civil defense organization and all its services in New York State and suggests methods for teachers to include civil defense instruction in the curriculum for the various grades.

One of the features of the school manual for teachers is the most complete "Glossary of Civil Defense Terminology" published by any state in this country. The text includes an extensive bibliography not only of books relating to civil defense, but also of films, film strips, recordings and other materials for use in classrooms.

General Huebner expressed his gratification for the whole-hearted cooperation of Commissioner Lewis A. Wilson in the preparation and publication of Civil Defense and the Schools.

He again emphasized that "Civil defense is not and should not be a separate subject program in our schools. Civil defense should be integrated in those parts of existing subjects of curriculums which can be related easily to it."

Civil Defense and the Schools consists of three parts. Part I, prepared by staff members of the State Civil Defense Commission, deals with civil defense at the state and local levels. It describes the organization of the State Civil Defense Commission and the functions of more than 20 divisions and services.

More than three years of practical application, civil defense drills, child study and civil defense research experiences are embodied in Part II, "Civil Defense in the Curriculum," which was prepared by personnel of the State Education Department. Assistant Commissioner Edwin R. Van Kleeck in 1950 was appointed to develop and inaugurate the civil defense activities in the schools. Raymond R. Hunter is Coordinator of Civil Defense for Schools, having succeeded John R. Moehle last fall.

Part III is a 24-page "Glossary of Civil Defense Terminology."

The manual contains a statement by Commissioner Wilson in which he points out that more than three years ago New York State assumed leadership for planning and action of civil defense in the schools. He cites the following five-fold

program that was instituted then, when the State Civil Defense requested the State Education Department to undertake certain specific responsibilities:

> (1) To protect children and teachers against atomic attack; (2) to avoid, to the utmost, possible undesirable mental hygiene effects on children; (3) to aid the State Civil Defense Commission in its educational program; (4) to prepare students for living in the atomic age, and (5) to make educational installations, equipment and personnel available for civil defense use.

The manual states that "children should be given opportunities, appropriate to their ages, to participate in the overall civil defense program of their communities," also, that nowhere is there a greater opportunity to dispel apathy toward civil defense than in those classrooms which make civil defense vital and meaningful, and which develop in our children and youth those skills needed by a citizenry which seeks to protect itself.

Part II of the manual makes specific suggestions as to how teachers may integrate civil defense learnings in general educational subjects and the arts and sciences.

"Civil defense . . . is not a program of fear," it is stated in the manual. "Rather it is a means of overcoming fear through providing training and information, and through development of attitudes which will help our children to be prepared for any eventuality they may be required to meet. Nor is civil defense a separate program in the schools. It is instead an inherent part of the total school curriculum."

The manual explains that past instructions from the State Civil Defense Commission indicated procedures to be followed in conducting air raid drills and in many other aspects of civil defense. The new manual seeks to point out some ways in which the teacher can impart a civil defense emphasis to various curriculum ideas. The program, the manual emphasizes, applies to all schools.

Building Plans Approved

Plans for new school buildings and major additions approved by Commissioner of Education Lewis A. Wilson upon recommendation of the Division of School Buildings and Grounds during February include the following:

Wappingers Central School District, Dutchess county, addition to Fishkill Elementary School, $160,760; addition to James S. Evans Elementary School, $170,260

Brentwood, Suffolk county, Northeast Elementary School, $438,250; new Southeast Elementary School, $438,250

East Meadow, Nassau county, addition and alterations to Prospect Avenue School, $420,000; addition and alterations to Newbridge Road Elementary School, $420,000

Communications Workshop

A communications workshop will be conducted by the Massachusetts Department of Education with the cooperation of colleges and broadcasting stations in the Boston area from July 7th through July 30th. The workshop will be held in the Massachusetts School of Art in Boston and will devote itself to a comprehensive examination of television, radio, films and related materials and publications. Full information regarding credits and cost may be obtained from the Division of University Extension of the Massachusetts Department of Education in Boston.

Thad L. Collum Elected Regent

The New York State Legislature meeting in joint session on February 10th elected Thad L. Collum of Syracuse a member of the State Board of Regents for a term of 13 years beginning April 1, 1954. Regent Collum succeeds Regent Elwyn L. Smith of Syracuse, whose term expired March 31st and who was not a candidate for re-election. The new Regent represents the fifth judicial district of the State. Regent Collum is president of Collum Acoustical Company, Inc., of Syracuse and treasurer of Henderson-Johnson Company, Inc., lathers and plasterers of Syracuse.

A native of Corsicana, Texas, Regent Collum was graduated from Cornell University in 1921 with a degree in civil engineering. From 1920 through 1923 he was an instructor in structural engineering at Cornell University. From 1921 to 1928 Regent Collum was consulting and designing engineer in Syracuse. In 1928 he became affiliated with the Henderson-Johnson Company and in 1923 he organized the Collum Acoustical Company.

Regent Thad L. Collum

He has been active in civic affairs, being a past president of the Syracuse Community Chest and Council, a trustee of Syracuse General Hospital and a member of the directing boards of the Chamber of Commerce, the Rheumatic Fever Foundation, the Citizens Foundation, Syracuse Governmental Research Bureau and the Syracuse Y.M.C.A. He is also a past president of the Onondaga Golf and Country Club, the Century Club and the University Club.

Regent Collum was married to Antoinette Boshart of Lowville in 1926. They have two sons, Edward B., who is associated in business with his father, and Thad P., who is in the United States Navy. The family home is in Fayetteville.

Provisional Charter Extended

The Board of Regents at its meeting April 8th extended for three years from April 8, 1954, the provisional charter granted to the Hyde Park Historical Association in Hyde Park, Dutchess county, on April 22, 1949.

Regents Grant and Amend Charters

The Board of Regents on March 26th amended the charter of Syracuse University to authorize the university to conduct additional branches for "in residence" instruction. The amendment is granted on a provisional basis for three years and changes the name of the existing branch previously authorized at Endicott from "Triple Cities College" to "Endicott Center of Syracuse University" and authorizes the university to conduct additional branches at Chautauqua Institution, to be known as Chautauqua Center of Syracuse University; at Rome, to be known as Griffis Air Base Center of Syracuse University; and at Poughkeepsie, to be known as Poughkeepsie Center of Syracuse University.

The Regents amended the charter of the Institute for Fiscal and Political Education, Inc., New York, which received a provisional charter from the Regents on January 28, 1949, for the purposes of promoting "solely in the interest of higher education, the broadest possible public understanding of technical and practical problems in fiscal and political fields by preparing, publishing and distributing bulletins, pamphlets, studies, charts and other sources of information and also by disseminating such information through public discussion." The amendment extends the purposes to include secondary as well as higher education. At the same time the Regents made the amended charter an absolute charter.

An absolute charter was granted to the Jordanville Public Library, a central school district library. The library has been in operation since 1893 as a school district public library. At the same time the Regents authorized the transfer of the property of the old library to the central school district library and the cancellation of the charter of the former library, which received provisional incorporation in 1893 and was granted an absolute charter in 1899. The Eastchester Public Library located in Tuckahoe received a provisional charter valid for five years.

The Regents granted a provisional charter, valid for five years, to the Baldwin School of New York City. The charter authorizes this institution to "establish and conduct a school or schools for the elementary and secondary instruction and training of boys and girls, with special emphasis on the education of students with problems which interfere with their progress academically or emotionally."

The National Home Study School, Inc., New York, received a provisional charter authorizing it to give instruction by correspondence or otherwise in technical or academic subjects. This is a stock corporation.

The Regents granted a provisional charter valid for five years to Mater Christi Seminary, New Scotland road, Albany county. This is to be an institution of junior college level to train young men for the Roman Catholic priesthood. The institution will open in September 1954.

The Regents extended for one year from February 28, 1954, the provisional charter which had been granted in February 1952 to the Library for Intercultural Studies, Inc., New York. This is a nonstock corporation organized to "maintain and operate a free association library for promotion of intercultural relations between the United States and other countries."

The charter of Manhattanville College of the Sacred Heart located at Purchase was amended to authorize the corporation

to confer the following honorary degrees: doctor of civil law, doctor of fine arts, doctor of humane letters, doctor of laws, doctor of letters, doctor of music, doctor of pedagogy, doctor of science.

The Regents approved the establishment of a college of business administration at Long Island University. This action was taken on petition of the officials of Long Island University, who believe that by establishing a college of business administration greater opportunity will be provided for the development of both the liberal arts programs and the business administration programs which now are combined in the College of Liberal Arts and Sciences. The university is authorized by its charter to establish colleges and professional departments with the approval of the Board of Regents.

Regents Name Council Members

The naming of an Advisory Council on School Health Services was among the appointments approved by the Board of Regents at its meeting March 26th. The nine members of this new council recommended by Commissioner of Education Lewis A. Wilson are: Mrs Oswald D. Lord, New York, president, National Health Council, and Paul Munson, district superintendent of schools, Groton, for terms of one year; Dr J. Fred Folley jr, a dentist of New Hartford; and Dr Franklin Foote, executive director, National Society for the Prevention of Blindness, New York, for terms of two years; Dr William E. Ayling, director of school health service, Syracuse, for a term of three years; Dr George J. Righter, Albany Hearing Center, and Dr David G. Salten, superintendent of schools, Long Beach, for terms of four years; Dr Theodore J. Curphey, Garden City, chairman of Committee on Public Health and Education of the State Medical Society, and Jessie Wells, registered professional nurse, Syracuse, for terms of five years.

The Regents appointed John Whitten Mogey, Flushing, to the Board of Examiners of Optometry for the unexpired term ending July 31, 1956, left vacant by the resignation of Harold R. Barnes, Flushing.

The Regents appointed three members of the Practical Nurse Advisory Council, a new council recently authorized to advise the State Board of Examiners of Nurses on matters relating to practical nursing. The three persons appointed are Mrs Lillian K. Sterling, Albany, for a term ending December 31, 1954; Kathleen Manion, Rochester, for a term ending December 31, 1955; Mrs Christine B. Quell, Richmond Hill, for a term ending December 31, 1956.

To fill the vacancy on the Examination Committee for Public Librarians' Certificates caused by the resignation of Rutherford D. Rogers, Rochester, the Regents appointed Mrs Thelma R. King, director of the Steele Memorial Library, Elmira, for the unexpired term ending February 28, 1958.

Bond Issues Approved

A bond issue in the total sum of $1,382,000 for school construction was approved by the Board of Regents at its meeting March 26th.

The bond issue approved was for Union Free School District 14, Town of Hempstead, Nassau county (Woodmere), and included an issue of $72,000 for the purchase of a school site, $835,000 for the construction of a new elementary school; $475,000 for the reconstruction of the senior high school, the reconstruction of the junior high school and the attached elementary school; total $1,382,000.

The Regents on April 8th approved a bond issue in the amount of $125,000 for Central School District 1, Towns of Troupsburg, Jasper and Woodhull, Steuben county, for the construction of an addition to the present school.

Health Publications

The American Association for Health, Physical Education and Recreation and the National Education Classroom Teachers are undertaking a joint project to produce and distribute approximately twenty attractively illustrated small publications on health education, physical education and recreation education for the elementary school teachers. The pamphlets will contain practical suggestions and aids for teachers on such topics as noon-hour activities, classroom activities, dental health and outdoor education.

Frances R. Stuart, of the Division of Health and Physical Education of the State Education Department, will serve as American Association for Health, Physical Education and Recreation co-chairman of the joint committee, which will act in an advisory capacity.

Committee on Pupil Records

The Regents on April 8th approved the appointment of a temporary committee to assist the State Education Department in determining what pupil records should be retained by local schools. The committee members named are Howard G. Sackett, district superintendent of schools, Port Leyden, Lewis county; John Joyce, director of guidance, Niagara Falls; William B. Kamprath, principal, Burgard Vocational High School, Buffalo; Morris Meister, principal, Bronx High School of Science, New York City; Philip B. Langworthy, superintendent of schools, Hastings on Hudson.

Cradle of Union Committee

Chancellor John P. Myers on March 26th announced the appointment of a special committee to plan the Regents' participation in plans for the celebration this summer of the 200th anniversary of the First American Congress in Albany in 1754. The committee consists of Regents Alexander J. Allan jr, Troy; Cornelius W. Wickersham, Cedarhurst; and Thad L. Collum, Syracuse.

Past Superintendent Honored

Edwin S. Hopson, who retired in December as superintendent of schools of the third supervisory district of Herkimer county, was the guest of honor at a dinner meeting of the Dolgeville Teachers Association on February 11th.

Vocational Education

Kingston Pupils Work and Learn

Work experience programs in offices and stores were established in Kingston in September 1943. These programs involve the placement of advanced business pupils in part-time paid positions in offices and stores under the supervision of the school. Pupils receive graduation credit for this supervised and paid work experience even though the activities are carried on outside of the formal school environment.

Since the inauguration of these special business curriculums at Kingston in 1943, the pupils participating have not only taken part in a worth-while vocational education project but have also earned almost $600,000. These pupils spent slightly less than one million hours in supervised work activities.

As of January of this year, 74 business establishments in Kingston were cooperating with the business department of the high school in arranging for part-time paid office and store positions. These businesses employed 85 advanced business pupils in part-time store positions and 26 pupils in similar types of office positions. One hundred thirty-two additional pupils were placed in Kingston stores during the 1953 Christmas shopping season.

From July 1953 to January 1954 pupils in the supervised business work experience curriculums at Kingston worked 57,396 hours and earned $43,691.62. At the same time these pupils were of course pursuing their in-school courses and planning on graduation from high school. During this period the average hourly wage was about 76 cents an hour.

The Bureau of Business and Distributive Education of the Department recommends such activities because of the many values that accrue to the pupils, the school and the business community. Supervisory service is available to assist schools in surveying, planning and establishing these work experience curriculums.

Rehabilitation Workers Will Meet

The Division of Vocational Rehabilitation of the State Education Department is taking an active part in planning the annual conference of the National Rehabilitation Association, Region II, which will be held May 9th–12th at West Point. This organization is comprised of individuals representing the public and private agencies and others interested in rehabilitation from the states of Delaware, New Jersey, Pennsylvania and New York. The theme will be "Rehabilitation at the Crossroads." Among those who will speak or take part in panel discussions are Commissioner of Education Lewis A. Wilson, Commissioner of Health Herman E. Hilleboe, Dr Joseph R. Strobel, Assistant Commissioner for Vocational Education, and Karl G. Kaffenberger, Director of the Division of Vocational Rehabilitation.

School Lunch Course

A workshop at Syracuse University on the Educational Program for the School Lunch will be given July 5th–16th. Administrators, teachers, lunch managers, directors and school nurses will have the opportunity to work with outstanding specialists on the selection and application of teaching techniques directed toward improving food habits in the school community. Leadership will be shared by Dr Evelyn M. Herrington, Martha Park, Eleanor Holmwood and others. Consultants will include nutritionists from the State Health Department, the School of Nutrition at Cornell University, the United States Department of Agriculture, psychologists and parents from neighboring schools. Two graduate or undergraduate credits will be given. Further information may be obtained from Bureau of Home Economics Education, State Education Department, Albany.

Training for Food Personnel

Training Schools for School Lunch Personnel have been planned for July 12th–16th at Syracuse University and for August 16th–20th at State College for Teachers at Buffalo. A refresher course for School Lunch Personnel is planned for June 30th–July 2d at Syracuse University.

Regional meetings for the New York State School Food Service Association will be held in May. The Syracuse area will meet in Liverpool, May 4th; the Buffalo area at Windermere Boulevard Elementary School, May 5th; the Capital District area at South Glens Falls, May 11th; the New York City area at Hunter College, May 13th.

Public Affairs Workshop

Syracuse University is organizing a new type of workshop in public affairs for the 1954 summer session. It is designed for citizenship education teachers and other civic workers. It will be conducted in the field — at Albany, Washington, D. C., and New York City. Top officials in New York State Government, the National Government and the United Nations will discuss public policies and programs.

The workshop carries 6 graduate credits. Registrants may elect the entire program (6 credits) or two or four weeks (2 or 4 credits). Further information may be obtained from the Maxwell School of Citizenship and Public Affairs, Syracuse University, Syracuse 10.

Business Scholarships

A project unique in American business education will provide 30 high school seniors who show promise of becoming " business executives of the future " with $2500 full-tuition, four-year scholarships to New York University's School of Commerce, Accounts and Finance, Dean G. Rowland Collins announced March 29th.

Financed by the School of Commerce, the new scholarships are to be available each year to outstanding students from 30 different communities in the United States. The chambers of commerce of participating towns and cities will aid in the selection of candidates. The study grants begin with the 1954 fall semester.

The communities that have accepted the invitation to participate in the program include Albany, Buffalo, Elmira, Rochester, Gloversville and Syracuse in New York State.

Commissioner Redistricts Two Counties

The number of supervisory districts in Wyoming and St Lawrence counties has recently been reduced by order of the Commissioner of Education Lewis A. Wilson.

The redistricting of Wyoming county followed the resignation of Superintendent H. J. Harrison, superintendent of the second supervisory district, on February 15, 1954. Superintendent Harrison died March 8th. As district superintendent for 28 years he was active in improving rural schools and promoting the Letchworth Central District. The order of the Commissioner reduces the two supervisory districts to one, effective May 1, 1954. The sole supervisory district includes the towns of Arcade, Attica, Bennington, Castile, Covington, Eagle, Gainesville, Genesee Falls, Java, Middlebury, Orangeville, Perry, Pike, Sheldon, Warsaw, Wethersfield.

Carlton B. Olds, superintendent of the third supervisory district of St Lawrence county, resigned effective April 30, 1954. Following a survey of the county the Commissioner of Education has determined that the county may be served by four supervisory districts instead of five and has therefore ordered the reduction in the number of supervisory districts to four. The supervisory districts, the district superintendents in charge and the towns that comprise each district follow:

First district, Leonard Baker, Star Lake, district superintendent; towns of Clare, Clifton, De Kalb, Edwards, Fine, Fowler, Hermon, Pitcairn, Russell

Second district, Wesley D. Ehle, Massena, district superintendent; towns of Brasher, Lawrence, Lisbon, Louisville, Madrid, Massena, Stockholm, Waddington

Third district, Mrs Melissa N. Carroll, Potsdam, district superintendent; towns of Colton, Hopkinton, Norfolk, Parishville, Piercefield, Pierrepont, Potsdam

Fourth district, Clarence E. Armstrong, Canton, district superintendent; towns of Canton, De Peyster, Gouverneur, Hammond, Macomb, Morristown, Oswegatchie, Rossie

Three New Central Districts

Three new central districts have recently been approved.

The Norwich Central District was approved by a vote of 2605 to 674 on March 13th. The central district includes the city school district of Norwich and 21 common school districts in Chenango county.

The Canandaigua Central District includes the city school district of Canandaigua, one union free school district and 17 common school districts in Ontario county. It was approved by a vote of 1034 to 105 on March 18th.

The Lancaster Central District was approved on April 1st by a vote of 1818 to 294. It includes Union Free School District No. 1 of the town of Lancaster and six common school districts in Erie county.

These are the 451st, 452d and 453d central districts approved in New York State.

Wilson Receives Junior College Award

The New York State Association of Junior Colleges presented to Commissioner of Education Lewis A. Wilson its first annual Meritorious Service Award at its annual meeting on March 20th at the Mohawk Valley Technical Institute at Utica. The presentation was made by the Reverend Cassian J. Kirk, president of St Joseph's Seraphic Seminary at Callicoon and president of the New York State Association of Junior Colleges. The presentation citation follows in part:

> Commissioner Wilson, the record of this State's progress in education under your far-visioned, brave and courageous leadership and your deep concern for the morals and decency of our youth — testify to your dedication to your vocation of educator.

President Kirk (left) and Vice President Charles W. Laffin jr present to Commissioner Wilson the citation and award of the association

Moffit Named Associate Commissioner

Commissioner of Education Lewis A. Wilson announced on March 26th the appointment of Dr Frederick J. Moffitt as Associate Commissioner for Elementary, Secondary and Adult Education in the State Education Department. The appointment was confirmed by the Board of Regents. Doctor Moffitt has been serving as Acting Associate Commissioner since October 1, 1952.

A graduate of Hobart College, the University of Buffalo and Syracuse University, Doctor Moffitt has been with the Education Department since 1941, serving as supervisor of elementary education, Chief of the Bureau of Instructional Supervision and Executive Assistant to the Commissioner. Before that he was a teacher, principal and superintendent in several public school systems in the State and public relations director for the State Teachers Association.

Doctor Moffitt has taken graduate studies abroad and holds an honorary doctor of letters degree from Hobart College.

He served with the First Division in World War I and since World War II has been consultant to United States Military Government in occupied countries. He is the author of several books and articles on schools.

W. N. Fenton Named Museum Director

The appointment of Dr William N. Fenton, anthropologist of Washington, D. C., as Director of the New York State Museum and State Science Service, effective July 1, 1954, was approved by the Board of Regents at its meeting April 8th in Albany. Doctor Fenton succeeds Dr Carl E. Guthe, who resigned October 1, 1953.

Dr William N. Fenton

Doctor Fenton became an internationally recognized scholar of the Iroquois Indians of New York and Canada and a specialist on tribal organization of American Indians during a term of 12 years on the research staff of the Bureau of American Ethnology of the Smithsonian Institution, and in 1951 he was named the first executive secretary of the Division of Anthropology and Psychology of the National Research Council, his present post. He has made numerous field trips to Indian groups in the United States and Canada and has contributed widely to scientific journals. Doctor Fenton is the author of several books on the Iroquois Indians. In 1952 the Department of State sent Doctor Fenton to Vienna as the United States Delegate to the Fourth International Congress of Anthropological and Ethnological Sciences, where he was elected one of six honorary vice presidents of the congress, and carried the American invitation for the congress to meet next in Philadelphia in 1956. Doctor Fenton is currently active as one of the secretaries of the American organizing committee for the Fifth Congress.

Born in 1908 in New Rochelle, N. Y., where he attended public schools, Doctor Fenton comes of an old Cattaraugus County family, the son of the late John William Fenton, artist and school teacher of New York and Westport, Conn., and Anna Belle Nourse of Mayville, N. Y., who was also a teacher in New York. He is a graduate of Dartmouth College. In 1932 the Laboratory of Anthropology at Santa Fe sent him to learn field archeology on the Great Plains of Nebraska and South Dakota; the next winter he held the Carroll Cutler Fellowship at Yale; and the following summer commenced ethnological field work on the Allegany Reservation for the Institute of Human Relations. He was elected to Sigma Xi, and in 1937 received the doctor of philosophy degree for a field study of Iroquois ceremonialism.

Meanwhile the United States Indian Service set up an applied anthropology unit and sent Doctor Fenton back to the Seneca Iroquois as community worker in charge of Tonawanda and Tuscarora Reservations. For two years prior to

1939 he taught sociology and anthropology at St Lawrence University, and at various times since has been visiting professor of anthropology at Northwestern University and the University of Michigan and lecturer at Johns Hopkins University and currently at the Catholic University of America.

During World War II Doctor Fenton served as secretary of the Smithsonian War Committee and as research associate of the Ethnogeographic Board. More recently he organized and conducted eight conferences on Iroquois Research annually at Red House, N. Y., and the American Philosophical Society appointed him library research associate for three terms to participate in its program of American Indian linguistics and ethnology. In addition to other professional affiliations, Doctor Fenton is a Fellow of the American Anthropological Association and of the Royal Anthropological Institute of Great Britain and Ireland, past president of the Anthropological Society of Washington and former editor of the Journal of the Washington Academy of Sciences.

Doctor Fenton and his wife, the former Olive Louise Ortwine of Salamanca, N. Y., a graduate of Syracuse University, were married in 1936 while she was teaching at Oakfield High School; and they have three children — a daughter Elizabeth, 16, and two sons — John, 15, and Douglas, 8.

Harrison H. Van Cott Retires

Dr Harrison H. Van Cott, Director of the Division of Secondary Education, retired in January after having served the educational system of New York State since 1906.

After completing the course at the Oneonta State Normal School, Doctor Van Cott received his bachelor of science degree from Teachers College, Columbia University. He holds a master of arts degree from New York State College for Teachers at Albany and the degree of doctor of philosophy from the School of Education, New York University.

Doctor Van Cott began his teaching career in 1906 in Schenectady High School, where he served successively as teacher, assistant principal and principal until 1926. From Schenectady he came to the State Education Department as supervisor of junior high schools. In 1938, Doctor Van Cott was named Chief

Dr Harrison H. Van Cott

of the Bureau of Instructional Supervision in the newly organized Division of Secondary Education. He became Director of the Division in 1949.

Through such positions as president of the Eastern Zone of the New York State Teachers Association and associate editor of Clearing House Doctor Van Cott has shown his professional interest and leadership.

In expressing his appreciation of the services of Doctor Van Cott, Commissioner Lewis A. Wilson issued the following statement:

> In the retirement of Harrison H. Van Cott we are losing the services of a beloved and a distinguished educator. For the past quarter of a century, Doctor Van Cott has traveled throughout the entire State giving sympathetic assistance to school boards, principals and teachers. The problem of each community or of each individual became his problem, and he won respect and appreciation wherever he went.
>
> Doctor Van Cott has been completely devoted to his profession and kept abreast of the newest developments in secondary education. To hundreds of school people he has been an inspiration and a trusted adviser. His humility, sincerity and professional competence have gained many friends for the Education Department.
>
> It has been a pleasure and a privilege to work with Doctor Van Cott throughout the years. We shall miss his valued services.

Margaret Prentice Dies

The sudden death on March 18th of Margaret E. Prentice, associate in school lunch administration, Bureau of Home Economics Education, State Education Department, came as a shock to her friends and associates. A member of the State and National Vocational Associations for many years, she contributed in many ways to the work of both organizations. Her superior leadership, wise counsel and genuine love of people endeared her to a vast number of people not only in New York State but throughout the country. In recent years a major part of her time and energy were devoted to the School Lunch Program. She was a national leader in this field. Her interest in improving the health of all children and her untiring efforts in their behalf were an inspiration for all who knew her.

Miss Prentice was born in Winchester, New Hampshire, June 6, 1905. She was

Margaret E. Prentice

graduated from Middlebury College in 1926 and in 1933 received a master's degree from Teachers College, Columbia University. She taught home economics and managed the school lunch at Harriman, N. Y., from 1926 to 1928 before accepting a position as head of the Home Economics Department at the State Agricultural and Technical Institute at Cobleskill.

In 1940 Miss Prentice joined the Bureau of Home Economics Education in the State Education Department as a supervisor in the National Youth Administration program. Under her guidance several educational residence centers for girls were organized in the State and courses of studies and other helpful materials were prepared. In 1943 she was appointed supervisor in the War Training Program and in 1944 returned to the Bureau of Home Economics Education as state supervisor for the School Lunch Program. In 1946 she became chairman of a staff of school lunch supervisors. School lunch personnel who attended workshops, training schools and conferences under her leadership benefited by her administrative ability and friendly and vivacious personality.

The outstanding contribution Miss Prentice made to the American School Food Service Association was recognized by her election as president for the current year 1953–54. Although her untimely death prevented her from completing her responsibilities in this office, she had laid the foundation for many phases of development that will strengthen the work of the organization. Prior to becoming president-elect and then president, she served for a year as secretary and in 1951 she was chairman of the convention program and standards committee for the association.

Miss Prentice also was active in other organizations, including the New York State School Food Service Association, the New York State Home Economics Association, the American Home Economics Association and the New York State Congress of Parents and Teachers.

Prentiss Leaves Department

S. Gilbert Prentiss, associate library supervisor in the Division of Library Extension, has left the Department as of April 1, 1954, to assume his new duties as reference librarian at the University of Vermont. He had been a member of the State Education Department staff since February 1946.

Mr Prentiss was graduated from Syracuse University and has done graduate work at the University of Vermont and at Elmira College. He came to the Education Department from Elmira, where he had served as the librarian of the Chemung County and Steele Memorial Libraries. He had previously worked in the Rochester Public Library.

During his eight years of service in the Division of Library Extension, Mr Prentiss headed the Traveling Libraries and Library for the Blind. He also served as reference librarian in the New York State Library following the retirement of Mary Brewster in 1949. Mr Prentiss

S. Gilbert Prentiss

also served as a consultant for the New York State survey on the resources of adult education and for the library development program in New Jersey. In addition, Mr Prentiss participated in the studies leading to the establishment of the Regional Library Service Center in Watertown and in the revision of the regulations affecting the certification of public librarians. Since 1950 he has served as secretary to the Public Librarians Certification Committee of New York State. He is currently a member of a special committee of the American Library Association to set up a program for the measurement and guidance of librarians.

Eugene Fink Retires

Eugene D. Fink, Chief of the Bureau of Vocational Curriculum Development and Industrial Teacher Training, who has been with the State Education Department since July 26, 1920, is retiring from his position with the Department.

Mr Fink came with the Department as a specialist in vocational education. In September 1944 he became Chief of the Bureau of Public Service Training and in 1948 he was appointed Chief of the Bureau of Vocational Curriculum Development and Industrial Teacher Training. During his long service with the Department Mr Fink has won numerous honors for outstanding service, among these the award of the New York State Vocational and Practical Arts Association for his contribution to vocational education.

Eugene D. Fink

Mr Fink was born in Salina, Kansas, December 10, 1888. He was graduated from Schenectady High School and has a B.S. degree in electrical engineering from Union College. He has also studied at Cornell University, the University of Wisconsin and New York University. At the latter institution he earned the degree of master of arts. He taught shopwork and mechanical drawing in Schenectady for two years and later became supervisor of industrial classes in the Schenectady schools. He has made important contributions to industrial teacher training, to vocational curriculum development for the training of workers in war production industries and to meet other emergency training needs, and to the preparation of instructional materials in many vocational areas.

New Department Publications

Film Round-Up No. 2, Health Teaching

This annotated list of motion pictures in the field of health teaching has been revised and enlarged from an earlier list of films. It was compiled by the Bureau of Audio and Visual Aids in cooperation with the Division of Health and Physical Education. Sources from which the films may be borrowed or rented are included.

Mathematics 10–11–12, An Integrated Sequence for the Senior High School Grades

Since 1942 a Mathematics Syllabus Committee, appointed by the Board of Regents, has been developing a six-year sequence for grades 7 through 12. A tentative syllabus was set up in 1945 for a continuous and integrated program to replace the traditional series of courses and has been used on an experimental basis in a few schools. Each year the materials have been revised and more schools have participated in experimenting with the syllabus. The reaction has been generally favorable to the new program.

The integrated outlines developed for grades 10, 11 and 12 have been revised and are presented in this new publication. It is recognized that these may be still further improved and that experimentation will continue. No date has been set for the replacement of the old program with the integrated program.

The main feature of the experimental program is that it provides for the continuance of competencies in the various areas of mathematics. In grade 10, for example, attention is given to the maintenance of arithmetical and algebraic skills as well as to the development of new skills in geometry.

Since 1947 Regents examinations have been prepared for tenth year mathematics and since 1948 for eleventh year mathematics, as well as in the traditional subjects. For twelfth year mathematics examinations will continue to be given separately as advanced algebra and solid geometry.

Newsom Honored

Dr Carroll V. Newsom, Associate Commissioner for Higher and Professional Education, received the honorary degree of doctor of laws from Long Island University in February.

School Aid Division Created

Bureau of Apportionment Is Reorganized and T. C. Wenzl Named Director of Enlarged Unit

The Bureau of Apportionment, established in 1904, has been reorganized in order to meet more adequately its increased responsibilities. The original Bureau of Apportionment has been designated as a division and titled the Division of School Financial Aid. Dr Theodore C. Wenzl, who was formerly Chief of the Bureau of Apportionment, has been named Director. Within this Division have been established three organizational units. The first of these is the Bureau of School Financial Aid Planning, which will have charge of constructive planning of financial aid programs and processing of new and highly complex apportionments. This Bureau is staffed and organized so that it is able to play an important role in improving the financial aid programs and in advising Department officials and outside groups on proposed financial aid legislation in order that apportionments may be equitable, consistent and administrable. The staff of this Bureau is composed of professional personnel capable of performing difficult assignments in any area of apportionment. Wendell H. Simpson, formerly associate in school business management in the Bureau of Field Financial Services, has been appointed to the position of Chief, Bureau of School Financial Aid Planning.

A School Lunch Section is now composed of the previous two school lunch units under a new position of supervisor for better coordination and planning.

All routinized claims procedures, state and federal, have been separated from the professional staff and assigned to a Claims Section under a new position of supervisor, competent to handle all nontechnical problems. Administrative supervision of this unit rests with the new Division Director, while technical problems are referred to the professional staff for solution. Thus, the professional staff is relieved of time-consuming supervisory activities with only unusual problems requiring their attention.

It is expected that this reorganization will enable the Department to meet more adequately the problems of school financial aid occasioned by constantly changing conditions.

Doctor Wenzl, a graduate of Rensselaer Polytechnic Institute, received his master's degree at Montclair State Teachers College, Montclair, N. J., and his doctor's degree at Teachers College, Columbia University. Prior to joining the Education Department, he had been a teacher in the public schools of Irvington, N. J., and Oceanside, N. Y. Doctor Wenzl has been on the staff of the Education Department since 1940 and Chief of the Bureau of Apportionment since 1944.

Mr Simpson earned his bachelor's degree at Worcester Polytechnic Institute, Worcester, Mass., and his master's degree at New York State College for Teachers at Albany. He has taken postgraduate work at Harvard University. Before coming to the Education Department, he held positions as teacher in the Catskill public schools and as principal at Richmondville and Hampton Bays. Mr Simpson joined the staff of the Education Department in 1941 and has been associate in school business management since 1944.

Book Reviews

Pflieger, E. F. & Weston, G. L. Emotional adjustments: a key to good citizenship. Detroit. Wayne University Press. 1953

This book is another in the series of reports growing out of the Citizenship Education Study sponsored jointly by the Detroit Public Schools and Wayne University. It is, in the opinion of the reviewer, a useful and thought-provoking tool for all educators.

We have all known that the emotional adjustment of persons concerned with the educational process was important in the building of good citizens, but it is possible that we were aware of this fact in a general way only. The authors of this book have given us specific data which pinpoint the necessity of establishing emotional adjustment as a prerequisite to the teaching of citizenship attitudes, knowledges and skills. They have collected these data over a period of years through the use of sociometric studies, the Mooney Problem Checklist and the California Test of Personality, as well as many other devices which they originated with the help of the study staff and teachers in the Detroit schools.

The greater part of this book is given over to a description of the ideas and techniques that can be and are being used to promote good emotional adjustment in elementary and secondary schools. One chapter discusses classroom practices that can be employed by individual teachers, and another deals with school-wide practices, involving all school personnel, that would help in the building of good emotional adjustment on the part of pupils, teachers and administrative staff. A final chapter sets up guideposts for schools concerned with improving citizenship.

Emotional Adjustment: A Key to Good Citizenship is a practical, down-to-earth book. Any teacher or administrator will profit from reading it.

HOWARD O. YATES
Assistant in Elementary Curriculum Development

Dimond, S. E. Schools and the development of good citizenship. Detroit. Wayne University Press. 1953

Can our schools raise the level of citizenship, and what are the most effective means to such an end? How — the Detroit committee appointed to prepare a proposal for a citizenship education project asked itself — could the local schools and Wayne University (financed by grants from the Volker Charities Fund and the Board of Education), so attack the problem as to produce something helpful and effective for teachers and administrators to use in affecting improvement in citizenship? The method finally decided upon was practical in approach: cooperative planning and action of the school faculties in actual school situations.

Seven chapters of this report written by Mr Dimond, then supervisor of social studies in Detroit, describe how the study was planned and how it developed in the five-year period from 1945 to 1950. The faculties of six of the eight schools included volunteered to enter upon the project. Elementary, junior and senior high schools were included — 1200 pupils and 300 teachers — each typical of schools in any large cosmopolitan city. The staff and the consultants early agreed upon a definition of citizenship broader than one involving relationship to government. Indeed, the whole area of human association was to be the basis for the study, the total school the training ground and each teacher an important and responsible agent.

What plans were formulated, how the study progressed, what difficulties were experienced are so reported as not only to describe the project but also to provide considerable guidance to other committees who may undertake similar studies. The author is forthright in indicating mistakes made, obstacles encountered in the achievement of desired objectives and the areas wherein more study and work are still needed before schools can fully meet the challenge of developing all

the potentialities in citizenship education. Particularly, he observes, teachers, parents and the community have failed to use what is already known about the relationship between citizenship and emotional development. To expect that the intellectual approach that relies on the study of history and government to produce good citizens will of itself be effective has been disappointing and seems likely not to provide enough of a bulwark against the present-day threats to democracy. Social maladjustments of individuals can produce followers of systems inimical to our way of life. Social maladjustments, tensions and conflicts will decrease only as democratic human relationships are studied and developed. If progress to this end is to be realized, the school must provide a program that, going beyond factual content, emphasizes skills, understandings and problem solving, and must employ teachers who understand and use procedures " which stress participation and thinking and are consistent with the principles of good mental health."

The author admits that during the course of this five-year study it was easier to discover weaknesses than to correct them. It is likely that any other school system attempting a similar analysis of its citizenship education efforts and accomplishments would, in honesty, have to admit to the same conclusion. Whoever participates in a project such as this, derives from it peculiar values that can not be vicariously experienced nor shared with nonparticipants. The conclusions and observations the author outlines in the final chapter of the book, however, should command the attention of whoever seriously asks, " Can schools develop better citizens?" and feels responsibility for the school's role in preserving the American way of life.

MILDRED F. MCCHESNEY
Supervisor of Citizenship Education

Thousands Serve as Board Members

A recent count of the trustees and board members of New York State school districts by the Bureau of Statistical Services shows that the schools of the State are served by 7877 elected public servants. This total is 928 less than the total found three years ago (1949–50). The difference is due almost entirely to the disappearance of 941 common school districts.

The common schools are served by 2818 trustees. By law, a common school may have one or three trustees. By far the larger number (1729) have one trustee, while 363 have three trustees.

Five-member boards are found in 60 per cent of the districts outside of the common school districts. Seven and nine-member boards are also popular. Only 29 boards have an even number of members (6, 8 or 10).

In the city school districts the predominant number of board members is nine, followed by boards with five members. The city of Albany and 33 union free districts have three-member boards. One village, Malone, has a ten-member board.

The original central school law required such districts to have a five-member board, but later legislation amended the statute to provide for a larger board when desired. Although by far the larger proportion of central school districts still have a five-member board, 81 now have boards of seven members and 52 have boards of nine members.